



Photo credit: Khrystyna Pashkina, Mykola Karpenko

NOBIP

**NATIONWIDE GOVERNMENT-
CSO PROJECT**

What is POVIR?

POVIR is an educational platform dedicated to supporting school students who face learning challenges.

POVIR (Ukrainian ПОВІР) means BELIEVE IT in Ukrainian. It is about believing that Ukrainian children will be able to overcome the challenges in education caused first by the pandemic and now by the full-scale war, with additional support. In Ukrainian ПОВІР is also an abbreviation for "overcoming educational losses and gaps."


POVIR is a platform where students from **middle** and **high school** study together with educators who have undergone special training aiming to reduce educational losses, and potentially, gaps as well. Interaction takes place in a **safe, friendly**, and **gamified** online space, with special attention to the **unique needs** of each individual and developing their **life skills**, being **free of charge** for students and their families.





Over half of the surveyed teachers have observed a decline in academic performance among students, particularly in rural areas.*


* These and other cited research data are based on the source Vox Populi. (2024). War and Education. Two years of a full-scale invasion.

Principles of the POVIR platform

 The COVID-19 pandemic and war have significantly contributed to widening educational losses and gaps among Ukrainian students. Given this, a clear need for a new technology-driven solution to this problem is clearly understood both within the educational civil sector and by government officials. The POVIR platform is **the result of the combined efforts of the state and civil society** aimed at providing students with such a solution.

 The platform is envisioned as a space where a child can interact with subject-specific educators (**trainers**) or social-emotional learning teachers (**SEL educators**) in an atmosphere of **engagement, safety, and support**. This enhances the overall well-being of the child, promotes their academic progress, and aims to reduce the anxiety and stress associated with learning amid uncertainty. In the future, all of this may contribute to the child's life success.

 **The child's experience on the platform is gamified.** Students set records by overcoming challenges; they earn badges and accumulate vircoins (POVIR currency) which they can later exchange for branded gifts or donate to those in need during the war. Students can also attend star meetings with Ukrainian celebrities and access the POVIRpedia knowledge base.

 The platform's development is fueled by **international best practices**, particularly that of the Organisation for Economic Co-operation and Development (OECD), and **is aligned with recommendations from Ukrainian educational authorities**. The initiative is recommended for inclusion in the National Program for Overcoming Educational Losses and Gaps in general secondary education, caused by the COVID-19 pandemic and full-scale war, for the period of 2023–2030.

Why do we need the POVIR platform?

FOR STUDENTS –


to help them cope with educational challenges and grow along the way with advantage and satisfaction.

FOR EDUCATIONAL INSTITUTIONS, PARENTS, AND CAREGIVERS –

to establish a 'third place,' in addition to school and home, where the child receives academic support.

FOR THE STATE –

as a comprehensive solution for reducing educational losses and gaps.



Educational losses ... it's like a snowball: if there are losses at a certain level of education, then these losses cause more of those.

Tetiana Vakulenko,
Director of the Ukrainian Center
for Educational Quality Assessment

Pilot parameters

The pilot project is designed to run from May to December 2024 and aims to reach **2,000 individuals from the student body**, nominated by partnering government agencies and civil society organizations. The platform will be staffed by 110 trainers in **mathematics, Ukrainian, and English language**, as well as SEL educators.

Six key platform features

Ukraine implements multiple initiatives to reduce educational gaps, all of which face what is known as the ‘**double negative effect**.’ This occurs when students register to participate but then drop out at two stages: (1) some never start learning, and (2) among those who do start, a portion drop out along the way. One reason is that participation decisions are made by adults, not children themselves.

In order to avoid this, POVIR features:

- **Individual student choice** in shaping their learning trajectory on the platform (student agency);
- **social and emotional learning** to support academic performance;
- **professional community of teachers** that is constantly evolving;
- **bidirectional feedback** and **measurement of the dynamics** of a child's outcomes;
- **free use** for students and additional **official income** for teachers;
- **an international-standard certificate** with a list of achievements and accompanying recommendations, eligible for potential recognition by the state.

We will involve those **7th, 9th, and 11th** grade students who

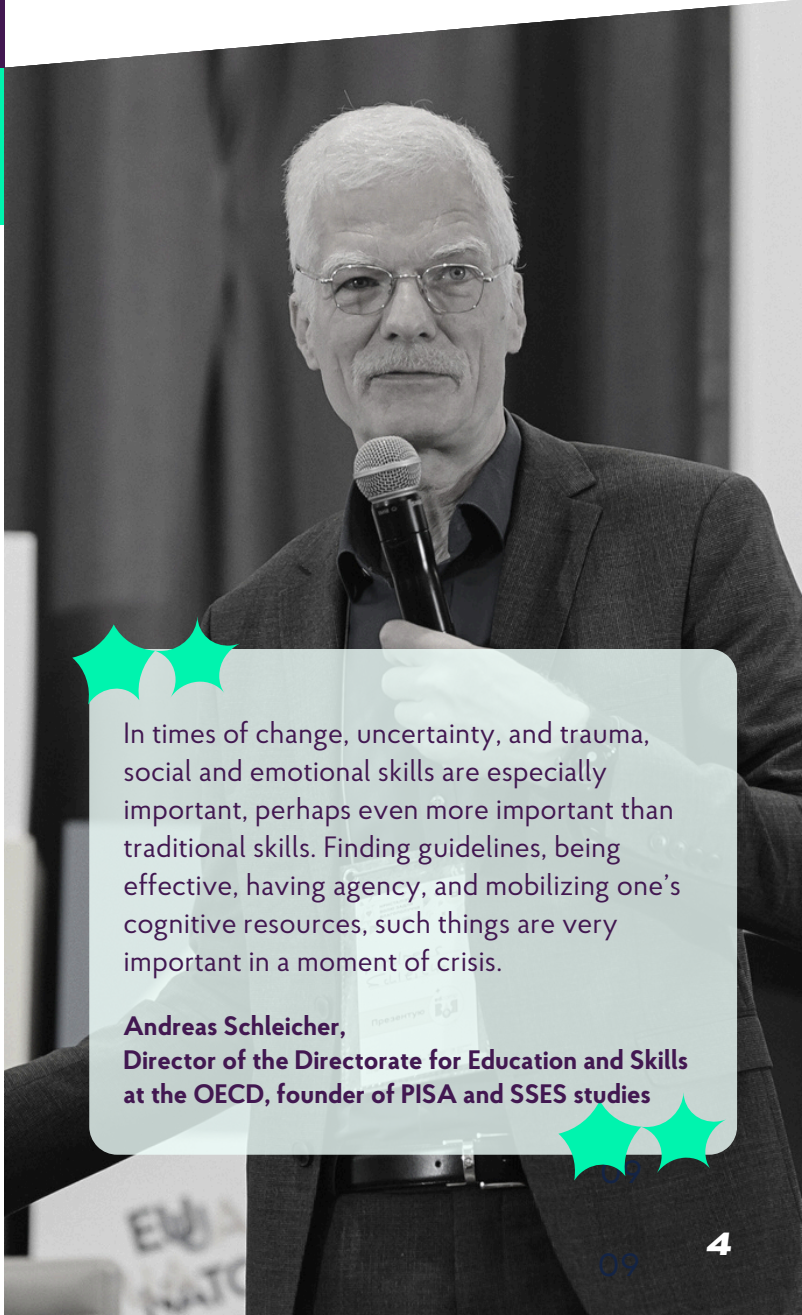
(a) live in towns/villages/settlements or cities/regional centers,

(b) have been internally displaced or forced to leave Ukraine due to war,

(c) are located in de-occupied territories or areas affected by ongoing military actions,

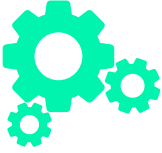
(e) are undergoing inpatient treatment, receiving rehabilitation assistance, have disabilities, are orphans, or are children without parental care,

(d) are children of Ukrainian defenders or children who have lost family members due to war.



In times of change, uncertainty, and trauma, social and emotional skills are especially important, perhaps even more important than traditional skills. Finding guidelines, being effective, having agency, and mobilizing one's cognitive resources, such things are very important in a moment of crisis.

Andreas Schleicher,
Director of the Directorate for Education and Skills
at the OECD, founder of PISA and SSES studies



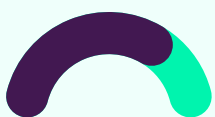
The learning model combines **Sprints** and **Marathons** – two formats of student engagement with trainers in subjects, formats that rely on both short- and long-term motivation. Initially, children receive **first educational aid** for immediate needs such as homework or test preparation, and after the first successes, they can delve **deeper** – if they wish – into **working** on one of three subjects aimed at overcoming learning losses. They sign a sort of contract with a trainer and SEL educator about attending regular meetings individually or in small groups.



Additionally, students have access to one-to-one meetings with **SEL teachers**, which supports their learning and fosters social-emotional (soft or life) skills necessary for the well-being and a promising future, such as attention training, body and emotional literacy, critical thinking, compassion, etc.



4 out of 5 parents believe that educational losses caused by the pandemic and full-scale invasion will affect their children's future education and prospects.

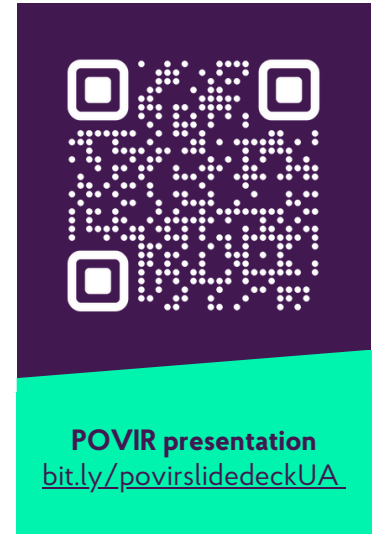
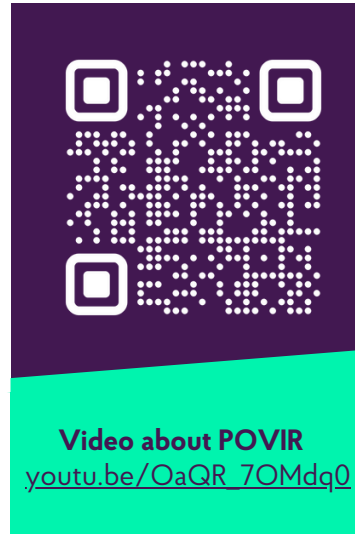


75 % of students admit to having losses in their knowledge, and $\frac{1}{4}$ report receiving no assistance from teachers.

POVIR Pedagogy & Tutoring Model



More about the POVIR platform



i Developing and pilot testing of the platform did not involve funds from the state budget of Ukraine or local budgets: all expenses are covered by donor assistance.

Government-CSO partnership

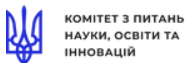
Support in implementation



In cooperation with



Government support



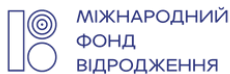
КОНСУЛЬТАТИВНА РАДА З ПИТАНЬ СПРИЯННЯ РОЗВИТКУ СИСТЕМИ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ ПРИ ПРЕЗИДЕНТОВІ УКРАЇНИ



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ



Resource support



Developers



Informational support

Organizations nominating students for the pilot

